

Meleshko Oleksandr

*New Life Experience International Exchange Centre,
Dmytro Motornyi Tavria State Agrotechnological University
ushio159@gmail.com*

Velychko Sof'ya

*Dmytro Motornyi Tavria State Agrotechnological University
lifesofi2016@gmail.com*

PROBLEMS AND DIFFERENCES IN LEARNING ENGLISH AT UNIVERSITIES AND FOREIGN LANGUAGE COURSES

***Анотація.** У статті розглядаються проблеми викладання англійської мови у закладах вищої освіти на відміну від курсів, а також різниця між ними. Автори, спираючись на власний досвід, стверджують, що трохи змінивши вивчення іноземної мови, можна значно покращити якість навчання, а також успішно оптимізувати процес не тільки для студентів, а й для педагогів також. У статті приводяться приклади з власної професійної діяльності авторів.*

***Ключові слова:** іноземна мова, вищий навчальний заклад, курси англійської мови, база, профіль, відмінності.*

Studying foreign languages is of great interest to people of different ages. A person can study English at an educational establishment, take a foreign language course, or learn the language independently. These learning ways have definite issues and differences.

The first point to consider is the students' English level. A big part of them comes to the university with the beginner's level of language knowledge. There are even students without any knowledge. Thus, dividing a group of students into subgroups for studying foreign languages becomes a challenge, because all the students can be mixed beginning at the A0 level and ending at the B1-B2 level. In the turn, language courses provide testing to determine the level of each student and then place them in a group according to their knowledge. This gives a possibility to study material more qualitatively. Unfortunately, at institutions where we get higher education, it is not always possible to distribute all students evenly according to their English level. It greatly complicates the work of teachers because the focus of the lesson is the student with the lowest level of knowledge. This interferes with other students to develop and a teacher cannot pay due attention to each student in the class.

The next moment is professional English. In our opinion, without basic pieces of knowledge, it is not worth studying English for specific purposes. Because in this case, the student studies two fields at the same moment. These are English and professional information that in its turn significantly complicates the whole process, so it is hard to progress because of what student starts to use answer keys found in the Internet or such translators like Google or Yandex translator. It finally retards the students' progress.

Another problem of foreign language study at higher education institutions is duration and frequency. For 3-4 years people study a foreign language for an hour and a half a week. From one side it is enough, but in a condition that a student does all exercises that have been given at the university system and reinforces their knowledge using, for example, the English interface in their gadgets or plays games on English servers.

We consider that English must be learned for understanding, not for rote studying. Otherwise, it will not be efficient. Also having changed the studying plan from «Professional English – General English» to «General English – Professional English» we can increase the progress of students. For a year of diligent study of the language base focusing on understanding, the student will start to talk in another language using rules and expressions of their native language. They will express their thoughts precisely according to all the norms and rules of the language that they study. This way, we get a student with a good language level, but the main thing this student gets understanding. After all, the goal is to teach to understand; with these skills, it will be simpler and more interesting for a student to develop themselves further. So when the time comes to study the professional English language, it will be easier and there will not be a language barrier. Also, the student will be able to find and learn information on his own. For software engineering students, English plays an important role, because the most useful information is presented in this language.

The downside of language courses, surely, is that there are no specialized areas but they always give a basis and correct the level of English, preparing the ground,

actually, for further development. But for taking courses people have not always got enough money, because for any knowledge people should pay.

Returning to the topic about translators we recommend using not robots, but semantic translators like Reverso Context [1] and Words [2]. These services show translation for an inquired word, also present possible variants of using the same word in sentences.

Also, one of the most common problems is the lack of contact between a teacher and a student and also teaching methods. There are very few teachers who strive to make students interested and find an approach to them. Also, there are not many people who strive to improve their knowledge and teaching methods. Any lecture can be spiced up with jokes, emotions and various activities. Why do not teachers add 5-minute dialogues on detached topics that are interesting to students by setting the condition that communication will take place in English? In this way, the speaking skill is very well trained.

Due to standard lectures where a teacher simply gives a lecture following a plan, students burn out and lose interest and desire to go to classes and study a foreign language further. For that reason, most people run to the language courses, because there are more conversations, practical activities, fire in the eyes of a teacher who is constantly improving, and one can see that they are just as interested in the lecture they are giving.

For all the time, we can hear seldom from friends that they like how lecturers give them language learning at the institutions where they study. Based on this, we see that the teacher performs their duties coldly, gives a lecture, and that is it. As a fact, the lecture has been given, and who understands or not, whether it is interesting or not, whether the material has been mastered – such aspects are not always taken into account. Of course, not all teachers are like these ones, but unfortunately, they are in the majority. There is no analysis of the quality of the lesson, what can be done better, and what needs to be removed from the presentation of the material. It is all about the little things, the whole presentation is built on the little things, if a student is not

satisfied with something – they will not want to continue studying anything related to this subject that does not appeal to him. The teacher should take care of this problem. A teacher is not just a person, they present the material and care about its quality, usefulness and effectiveness. After all, they are both psychologists and friends. They are specialists who will find a way to provide the student with the material in the best way.

Of course, it is difficult to do this when you have 100 or more students, half of whom decided for themselves that they would not be able to learn English after 9-11 years at school, but teachers can always try and reduce the number of such students by half.

In conclusion, it should be noted there is a great advantage at modern universities in having professional English courses for students of different specialities, but there is the great drawback, because the level of each student is not taken into account, so students with the higher-level suffer due to a lack of the individual approach in this situation. Taking language courses gives a possibility to master important material fast and if a student processed all lectures by themselves additionally they would raise the level of English properly, but without any practice, it is so easy to come back to point where we started. As we stated above we would recommend university language teachers to have more speaking practice at their language classes, as speaking activities are often used at language courses. Dividing students into subgroups with the more or less similar level is also appropriate. At universities it is better to study the general language first, and only then start professional English studying.

REFERENCES

1. Reverso Context. URL: <https://context.reverso.net/> (дата звернення 25.04.2021)
2. Words. URL: <https://play.google.com/store/apps/details?id=air.ru.uchimslowa.words> (дата звернення 25.04.2021)